8/22/2018

Dr. Lewis Ferebee
Indianapolis Public Schls: #5385
120 E Walnut St
Indianapolis, IN 46204

Dear Dr. Lewis Ferebee,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **PLA 103 / Francis Scott Key's** renewal application was accepted and SIG funds will continue for SY 2018-2019.

In accordance with your application and available funding, you are being awarded **$237,797.00** for the 2018-2019 school year. Funds for this grant period are available from July 1, 2018 and must be expended by September 30, 2019.

Federal Program Title I	School Improvement Grant
Federal Agency	U.S. Department of Education
Pass Through Agency	Indiana Department of Education
CFDA Number	84.377A
Award Name	School Improvement Grants
Award Number	S377A140015

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at dmarshall2@doe.in.gov if you have any questions.

Sincerely,

Nathan Williamson
Director of Title Grants and Support
Indiana Department of Education

cc: Title I Program Administrator
SIG Coordinator
Principal

Title I -1003(g) School Improvement Grant Renewal Application SY 2018-2019
Cohorts 6 - 8- *Transformation Model*

Part 1: Grantee Information

Instructions: Complete school and district information below.

School Corporation/ Eligible Entity	Indianapolis Public Schools	**Corp #**	5385
School	Phalen Leadership Academy at School #103	**School #**	103
Superintendent Name	Dr. Lewis Ferebee	**Email**	ferebeel@myips.org
Title I Administrator Name	Bridgette Robinson	**Email**	robinsby@myips.org
Principal	Greg Wegesin	**Email**	gwegesin@phalenacademies.org
Telephone	(317) 226-1403	**Fax**	(317) 226-3730
SY 2018-2019 Allocation	$237,797		

Part 2: Grant Award Information		

Grant Award Timeline:

Renewal Application Release	Release application and guidance to LEAs	June 7, 2018
Application Due	Renewal application must be submitted to IDOE	July 7, 2018
Application Review	Renewal applications reviewed by IDOE	July 7 – August 7, 2018
Notification and Funds Available	Renewal awards will be finalized and funds will be available *any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given*	August 7, 2018
SY 17-18 Artifact Due	Outcome Artifact from SY 17-18 will be emailed to 1003g@doe.in.gov	June 30, 2018

Grant Award Resources:

- USED SIG information: http://www2.ed.gov/programs/sif/legislation.html#guidance

- Indiana SIG Award Information: www.doe.in.gov/sig

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CFDA Number:	84.377A
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Grant Award Number:	S377A00180015A

Staff Members Consulted and Part of the Renewal Application Process	
Name	**Title**
Greg Wegesin	Building Leader of Academics
Lawrence Courtney	Building Leader of School Culture
Jeremy Kaylor	Operations Manager, PLA@103
Ashley Floreancig	Instructional Coach, PLA@103
Mark Cassoday	Instructional Coach, PLA@103
Aleesia Johnson	Innovation Officer, Indianapolis Public Schools
Dr. Lewis D. Ferebee	Superintendent, Indianapolis Public Schools
Bridgette Robinson	Title I Administrator, Indianapolis Public Schools

Instructions: Please complete the table below regarding who was involved with the grant process.

Part 3: LEA and School Assurances

Instructions: Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for scholar achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.

- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.

- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.

- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.

- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.

- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).

- Assist the school in analyzing results from the state assessment system and other relevant examples of scholar work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.

- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.

- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.

- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

By signing below, the LEA agrees to all assurances above and certifies the following:

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.

- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.

- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.

- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	Click here to enter a date.
Title I Administrator Signature:		Date:	Click here to enter a date.
Principal Signature	*G. David Wagni*	Date:	6/21/2018

Part 4: Achievement and Leading Indicators SY 17-18

SIG Achievement and Leading Indicators											
Achievement Indicators	**Baseline SY 2014 - 2015**	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of scholars proficient on ISTEP (Both ELA and Math) (3-8)	10%	10%	5%	7%	13%	10%	TBD	13%	TBD	16%	TBD
Percent of scholars proficient on ISTEP (ELA) (3-8)	28%	28%	29%	32%	27%	35%	TBD	38%	TBD	41%	TBD
Percent of scholars proficient on ISTEP (Math) (3-8)	14%	14%	6%	9%	19%	12%	TBD	15%	TBD	18%	TBD
Percent of scholars proficient on IREAD (Spring Test Only) (3)- Elementary only	54%	54%	69%	60%	48%	63%	TBD	66%	TBD	69%	TBD
Leading Indicators	**Baseline SY 2014 - 2015**	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. scholars are required to attend school	75,600	81,000	91,200	91,200	91,200	91,200	91,200	91,200	TBD	91,200	TBD
2. Number of daily minutes of math instruction	60	120	120	120	120	120	120	120	TBD	120	TBD
3. Number of daily	90	120	120	120	120	120	120	120		120	

	Baseline SY 2014-2015	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
minutes of ELA instruction									TBD		TBD
4. Scholar attendance rate (must be % between 0 and 100)	80%	80%	91%	90%	92%	93%	87%%	94%	TBD	95%	TBD

Leading Indicators	Baseline SY 2014 - 2015	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) scholars who have received truancy letters or action, enter as a whole number	N/A	N/A	39	30	60	55	IPS has this data point	50	TBD	45	TBD
6. Expanded Learning Time (total number of hours offered)	N/A	N/A	90 hrs	90 hrs	90 hrs	90 hrs	90 hrs	90 hrs	TBD	90 hrs	TBD
7. Number of discipline referrals	N/A	N/A	211 (This data point was provided when the system was not fully developed)	3200	2958	1500	1037	1400	TBD	1300	TBD
8. Discipline incidents – number of suspensions and/or expulsion	201	180	179	160	SUS-- 211 EXP--0	SUS-- 191 EXP--0	SUS--225 EXP--0	SUS--171 EXP--0	TBD	SUS--151 EXP--0	TBD
9. Distribution of teacher	3 HEF, 9EF, 1	5 HEF, 9 EF, 1 IMP, 0 IN	5 HEF, 4 EF, 6 IMP, 0 IN	6 HEF, 9 EF, 1 IMP, 0 IN	5 HEF, 9 EF, 3 IMP, 3 IN	0 IN, 1 IMP, 9 EFF, 6 HEF	4 IN, 2 IMP, 13 EFF, 4	0 IN, 1 IMP, 9 EFF, 6 HEF	TBD	0 IN, 1 IMP, 9 EFF, 6	TBD

performance level on LEA's teacher evaluation system	IMP, 0 IN, 2 N/A					HEFF			HEFF	
10. Teacher attendance rate (must be a % between 0 and 100)	97%	97%	96%	97%	96%	97%	95%	97%	TBD	97%	TBD
11. Teacher retention rate (must be a % between 0 and 100)	N/A	N/A	89%	85%	99%	85%	96%	90%	TBD	90%	TBD

*Baseline SY: Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years <u>following your baseline year</u> to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

Part 5: Analysis and Outcomes

Instructions: SIOT Activity: (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 17-18—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 17-18—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 18-19 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

SIOT Analysis	
Strengths: • Refined school culture with the implementation of an effective and persistent behavior management system with frequent positive recognition. • Increased instructional time to provide differentiated instruction. • Application of research-based and culturally sensitive curricula. • Access to leadership opportunities for teachers by leading professional development activities.	**Areas of Improvement:** • Providing more structured and systematic professional development opportunities. • More effectively assist teachers in lesson planning thus ensuring consistency in the quality of instruction • Standardizing the assessment process for evaluating scholar and teacher performance.
Opportunities: • Further serving the community by enrolling more families due to a positive community reputation. • Incorporate Coaching Cycles, a continuous professional development process into the school model. • Deepening the integration of weekly math and ELA assessments, regular recognition of scholar progress, and rapid data gathering cycles.	**Threats:** • Our scholars come from economically disadvantaged communities and experience a high mobility rate which makes scholar retention a challenge. • Scholars' safety and social-emotional development is negatively impacted by the high rates of violent crime in the neighboring community.

Projected Outcomes for SY 18-19
  • 3-5% growth in proficiency on the state test   • 1-1.25 years of grade equivalent gain on STAR Reading and Math

Part 6: SIG Implementation SY 2018-2019

Instructions: IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY18-19 action steps.

Focus Areas	Action Steps and Person(s) Responsible	Timeline	Budgeted Items	Measurable Outcomes
Develop School Leadership Effectiveness	A new Building Leader of Academics was hired in the 2017-2018 school year to replace previous school leader. The new Building Leader of Academics was selected through a highly rigorous selection process. The new Building Leader of Academics has extensive experience in school leadership and was selected in part based on demonstrated ability to steer school culture and turn around school performance. The Building Leader of Academics will continue to lead transformation efforts to increase scholar achievement, support the priority plan, and facilitate all collaboration efforts. (LEA)	Multiple Phases (Multiple Quarters)	General Fund	The performance of the Building Leader of Academics in leading a positive school culture and scholar academic growth will be tracked through a formal annual review.
	Redesigned Leadership Team meets monthly to provide planning and oversight toward transformational change associated with the school's action plan; build teacher and school leadership capacity; and refine the goals, roles, and responsibilities of the team. (Building Leader of Academics, School Culture, Instructional Coaches)	Multiple Phases (Multiple Quarters)	General Fund	The activities of the Leadership Team will be tracked in meeting notes.
	Mentor (PLA Academic Dean) meets regularly with Principal to provide support to Principal in aligning actions with the implementation of the transformation model; serves as an accountability partner. (LEA, Building Leader of Academics)	Multiple Phases (Multiple Quarters)	No budget impact	The impact of mentoring will be summarized in Principal reports to/meeting with the LEA.
	Review Building Leader of Academics effectiveness in leading transformation and achieving performance goals according to monitoring plan. (Innovation Officer, Leadership Team)	Phase One (First Quarter)	Data evaluation and accountability services	The performance of the Building Leader of Academics in leading a positive school culture and scholar academic growth will be tracked through a formal annual review.
	Evidence/report highlighting Building Leader of Academics' ability to successfully lead transformation and achieving SMART goals according to customized RISE rubric and monitoring plan submitted to IDOE (LEA)	Phase One (First Quarter)	General fund	Report will be submitted highlighting progress against goals and monitoring plan.

Develop Teacher Effectiveness	Continue to implement pre-service orientation and training for all instructional staff. Training utilizes blended learning model and includes both classroom instruction and webinars and asynchronous, self-paced online modules covering topics such as data-driven instruction, partnering effectively with parents, formative/interim/summative assessments, response to intervention, blended learning, behavior management system, collaborative teaching model, and more. Incorporates best practices and guidance shared by state office, and more structured and rigorous content with the additional capacity provided by new PLA network academic and training leaders. PLA University offers training modules delivered using Canvas by nationally-renowned PLA provided trainers, including school turnaround and behavior management experts. (Building Leader of Academics, PLA Training Department)	Phase One (First Quarter)	Data evaluation and accountability services; cost of Canvas, server for customized e- learning	Educator completion of training will be tracked using training completion logs and tracking systems embedded in online modules. Goal is to ensure the majority of teachers are effective or highly effective.
	Customized evaluation system fully implemented, used to evaluate Building Leader of Academics and teachers taking into account scholar growth as a significant factor. Correlate academic and disciplinary evaluation data. Removal of teachers with ineffective ratings. (Building Leader of Academics, Superintendent)	Multiple Phases (Multiple Quarters)	Data evaluation and accountability services	Educator and principal performance will be evaluated using customized evaluation system, similar to RISE, which takes into account scholar academic growth as a factor in determining staff performance ratings. Goal is to ensure the majority of teachers are effective or highly effective.
	Ongoing professional development provided throughout the year for all teachers covering classroom-based instruction, differentiated learning, and more in both collaborative and individual settings. PLA network academic and training leaders advise on content, structure of ongoing trainings. Develop targeted professional development interventions based on performance evaluations, i.e. targeting instructional strategies during differentiated instruction. (Principal, PLA Training Department)	Multiple Phases (Multiple Quarters)	Professional Development	Educator completion of training will be tracked using training completion logs and tracking systems embedded in online modules. Goal is to ensure the majority of teachers are effective or highly effective.

50% of Building Leader of Academics time spent in classroom observations, providing instructional feedback and leadership. School leadership/administration also provides ongoing feedback and coaching during structured (three times yearly) and ongoing classroom observations. (Building Leader of Academics, PLA Training Department)	Multiple Phases (Multiple Quarters)	Part of Principal contract	Teacher performance will be tracked in structured observations using a standardized rubric. Goal is to ensure the majority of teachers are effective or highly effective.
Continue to hire diverse group of highly qualified certified teachers and TAs using a rigorous, seven-step hiring process to replace any teachers who are removed from the school. Leverage PLA network to find candidates via online job postings (e.g., IDOE website, Idealist.org), local universities (IUPUI, Marion University), educator sourcing agencies (Teach for America, The New Teacher Project), and diversity-focused events and organizations (National Association of Black School Educators, Black Expo). (Building Leader of Academics, PLA Director of Recruitment)	Multiple Phases (Multiple Quarters)	Recruitment services/Recruitment Manager's Salary	Hiring of educators will be tracked through creation of hiring timelines and the securing of employment contracts. Goal is to ensure the majority of teachers are effective or highly effective.
Provide opportunities for promoting, supporting, and retaining highly effective instructional staff, including allowing teachers to lead ongoing professional development sessions for peers; engaging teachers to serve on school leadership committees; promoting teachers to a Teaching and Blended Learning Coach position; and providing referrals to opportunities to achieve an MBA or other school administration credentials. (Building Leader of Academics)	Multiple Phases (Multiple Quarters)	General Fund	Teacher retention and promotion will be tracked through the creation of new employment contracts and teacher attendance and data systems. Goal is to ensure the majority of teachers are effective or highly effective, and to ensure high retention of those teachers.
Provide high-performing teachers with additional rewards including additional leadership opportunities for high-performing staff; performance-based incentives through SIG 1003a for highly effective staff; and the opportunity to participate in 45 additional hours of free professional development that can be used towards certification renewal and paid teaching position during the summer. (Building Leader of Academics, PLA Training Department, Director of Development)	Multiple Phases (Multiple Quarters)	Other support services and philanthropy	Teacher awards will be tracked through the creation of new employment contracts for summer training and teacher attendance and data systems. Goal is to ensure the majority of teachers are effective or highly effective, and to ensure high retention of those teachers.

Implement Comprehensive Instructional Reform Strategies	Continue to implement research-based, vertically and standards-aligned reading, math, and science curricula. Vetting process conducted that examined each curriculum's evidence base and considered expert opinions from a team of accomplished educational professionals, including new PLA academic leadership. Harcourt Journeys (literacy), Saxon Math (math), and Indiana Science Initiative/FOSS Science (science) were selected for their alignment with standards, strong evidence base, and ease of use in developing differentiated learning activities. Adaptive learning software for blended learning program (Compass Learning) selected based on a set of research- and practice-based factors recommended by a national leader in blended learning, the Charter School Growth Fund. Leadership team evaluates the effectiveness of curriculum annually in helping scholars meet achievement goals. (Building Leader of Academics, Leadership Team)	Multiple Phases (Multiple Quarters)	General fund; data evaluation and accountability services	Teacher implementation of curricula evaluated during Building Leader of Academics observations using standardized rubric. School-wide effectiveness of curricula tracked through Leadership Team review and meeting minutes and PLA Board meeting minutes. Goal is to ensure that curricula and instructional model supports positive scholar academic growth.
	Utilize curricula-embedded pacing guides in ELA and math to ensure close alignment of instruction to state content standards. (Building Leader of Academics)	Phase One (First Quarter)	Philanthropy	Pacing guides will be provided with curriculum.
	Building Leader of Academics conducts three to four formal observations throughout the year to verify that curricula are aligned to state content standards. Provides feedback to teachers according to a standardized observation rubric, customized to fit blended learning model. 50% of Building Leader of Academics' time spent in classroom observations, included in which is time spent providing feedback and guidance on implementing formative assessments and utilizing results according to a standardized rubric. (Building Leader of Academics)	Multiple Phases (Multiple Quarters)	Part of Principal, IPS contracts	Teacher implementation of curricular alignment to state standards evaluated during Principal observations using standardized rubric. School-wide alignment of curricula to state standards evaluated and tracked during Leadership Team meeting minutes.
	Continue to implement blended learning program, rotating scholars through one-to-one instruction with best-in-class, standards-aligned adaptive learning	Multiple Phases (Multiple	General fund; data evaluation and	Teacher implementation of blended learning model evaluated during Building Leader of Academics observations using standardized

software (i.e. Compass Learning) to support both Tier 2 and Tier 3 interventions in reading and math. (Building Leader of Academics)	Quarters)	accountability services	rubric.
Weekly curriculum-based formative assessments, using the above evidence-based print curricula, provide regular feedback for teachers to adjust and differentiate instruction to meet scholar needs. Adaptive blended learning curricula and software contain regular formative assessments that house data in a central data dashboard system and provide a daily look at each scholar's academic progress. (Building Leader of Academics, Teachers)	Multiple Phases (Multiple Quarters)	General fund; data evaluation and accountability services	Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in progress reports and reports to LEA, PLA.
In addition to IREAD-3 and ISTEP+ state standardized examinations and formative assessments, implement nationally-normed and state standards-aligned interim and summative assessments using DIBELS (measures progress against foundational early literacy skills) and STAR (measures scholar achievement in reading and math compared to nationally representative sample). Scholar progress on formative, interim, and summative assessments will inform teacher and principal planning for instruction and remediation for scholars, stored in data dashboard system. (Teachers, Teaching and Blended Learning Coach, Leadership Team)	(Multiple Quarters)	General fund; data evaluation and accountability services	Data analyzed twice yearly during Leadership Team meetings, tracked in Leadership Team meeting minutes. Data from formative assessments tracked in progress reports and reports to LEA, PLA.
Teachers receive training on formative assessment implementation during pre-service training. (Principal, PLA Training Department)	Phase One (First Quarter)	Professional development; cost of Canvas, server for customized e-earning	Educator completion of training will be tracked using training completion logs and tracking systems embedded in online modules
Teaching and Blended Learning Coach provides intensive instructional support and individualized guidance to educators on the implementation of formative	Phase One (First Quarter)	General fund	Performance of Coach will be evaluated using customized evaluation system, as well as educator performance evaluation ratings.

assessments. Coach provides daily assistance to educators on methods for effectively using data to target and differentiate instruction to meet specific scholar needs based on formative and benchmark assessment findings. (Building Leader of Academics, Teaching and Blended Learning Coach. PLA Director of Recruitment)			
Continue to implement a three tiered RTI system. Tier 1: All scholars receive high-quality instruction and periodic universal screening; through screening/test results, scholars "at risk" receive supplemental instruction and close progress monitoring. Tier 2: Scholars not making adequate progress in Tier 1 receive intensive, supplemental, small group/ blended, scientifically-based instruction. Tier 3 support consists of Tier 1/Tier 2 daily instruction, plus individualized classroom interventions, as well as weekly progress monitoring. (Building Leader of Academics, Teachers, Teaching and Blended Learning Coach)	Multiple Phases (Multiple Quarters)	General fund	Teacher implementation of RTI evaluated during Building Leader of Academics observations using standardized rubric. Data analyzed twice yearly during Leadership Team meetings. Data from formative assessments tracked in progress reports and reports to LEA, PLA.
Implement systems for tracking school- and scholar level data. Due to implementing a blended learning model and RTI system, scholar data is reviewed on a daily, weekly, and monthly basis to target instruction towards key performance metrics in each subject. Formative data analyzed at least twice per year by school leaders. TAs assist teachers in collecting scholar data and support Teachers in analyzing data points from blended learning sessions. (Leadership Team, Teaching and Blended Learning Coach, PLA Data and Accountability Team)	Multiple Phases (Multiple Quarters)	General fund; data evaluation and accountability services; part of teacher, TA, and Principal contracts	Data analyzed twice yearly during Leadership Team meetings. Data from formative assessments tracked in progress reports and reports to LEA, PLA.
Teachers review academic goals and scholars' progress towards those goals based on formative and summative assessment data on a weekly basis with each scholar. (Building Leader of Academics, School Culture, Dean of	Multiple Phases (Multiple Quarters)	Part of teacher contracts	Data analyzed twice yearly during Leadership Team meetings. Data from formative assessments tracked in progress reports and reports to LEA, PLA.

	Scholars, Teachers)			
	Formative evaluation of STAR Reading and Math pre- and post-tests administered during the summer to measure summer achievement growth and impact on year-round performance. (Leadership Team, Teachers, PLA Data and Accountability Team)	Phase Five (Summer Session)	General fund; data evaluation and accountability services	Data analyzed twice yearly during Leadership Team meetings. Data from formative assessments tracked in progress reports and reports to LEA, PLA.
	Report card disaggregation presented to IDOE during monitoring visits. (Building Leader of Academics, Leadership Team)	Multiple Phases (Multiple Quarters)	No budget impact	Disaggregated accountability data tracked through data dashboard, presented to IDOE during monitoring visits.
	Increase time available for instructional leadership; 50% of Building Leader of Academics time spent in classroom observations, providing instructional feedback and leadership, included in which is time spent providing feedback on implementing formative assessments and utilizing results according to a standardized rubric. Exceptional teachers push in to classrooms to provide coaching through integrated evaluation approach which uses elements of RISE. School leadership/administration also provides ongoing feedback and coaching during structured (three times yearly) and ongoing classroom observations. (Leadership Team)	Multiple Phases (Multiple Quarters)	Part of Building Leader of Academics contract	Teacher instructional practices evaluated during structured (using a standardized rubric) and daily non-structured observations.
	Ongoing teacher professional development throughout the year for all teachers covering classroom-based instruction, covering topics relating to instructional quality, differentiated instruction in both group and individual settings. (Building Leader of Academics, PLA Training Department)	Multiple Phases (Multiple Quarters	Professional development	Educator completion of training will be tracked using training completion logs and tracking systems embedded in online modules

Increase Learning Time	After transitioning into an Innovation Network School at the end of the 2014-2015 school year, IPS approved a restructuring of the schedule at School #103 to increase core content learning time by 90 minutes daily, from 150 minutes each day to 240 minutes each day; from 450 hours annually to 720 hours annually. Increase was achieved by extending the school day by 30 minutes, as well as by restructuring the academic schedule to add 60 minutes, for a total core content instructional time increase of 90 minutes per day/270 hours per year. Scholars receive 60 additional minutes of math and 30 additional minutes of ELA instruction each comprised of either 1) whole-group research-based instruction, 2) working one-on-one with adaptive software, 3) independent, mastery-based, iPad assisted activities, and/or 4) guided instruction led by a teacher or TA. (Building Leader of Academics, Superintendent, Innovation Officer)	Multiple Phases (Multiple Quarters)	Extended school year stipends for Teachers, TAs; general fund	Flexibility indicated in Innovation Network School contract. SY 2016- 2017 master schedule produced by August 1, 2016, indicating time allocations and extended calendar.
	Scholars will be provided with the opportunity to receive academic assistance from trained tutors. Exploring new partnership with Lost and Found of Indianapolis. Goal is to maintain the pre-grant level of afterschool core content instruction at 360 hours per year. (Building Leader of Academics, Teachers, TAs)	Multiple Phases (Multiple Quarters)	Afterschool funding secured by Lost and Found	Performance of scholars as a result of participation in partner led activities will be monitored through school-year and summer formative, interim, and summative assessments. Data will be analyzed by Leadership Team at least twice yearly to determine performance of provider.
	Scholars will be provided with the opportunity to participate in additional research-based core content instruction during the summer for a total of 20 days, for three hours per day, for a total of 180 additional minutes of instructional time per day/60 additional hours of instructional time per summer. Scholars will be provided opportunities for an additional two or more hours per day of enrichment activities for a total of 40 additional hours of enrichment (i.e., art, music, sports, engineering,	Phase Five (Summer Session)	Summer learning time funded by philanthropy and Summer School Reimbursement	Performance of scholars as a result of participation in partner led activities will be monitored through school-year and summer formative, interim, and summative assessments. Data (in particular, third grade reading proficiency) will be analyzed by Leadership Team at least twice yearly to determine performance of provider.

	foreign language). Scholars performing below grade level will be strongly encouraged to participate. (Building Leader of Academics, Teachers, TAs)			
	Professional development interventions are mandatory, and as a result increase the time for professional development throughout the school year through a combination of extending teacher service prior to the year and adding on-going professional development days throughout the year. (Superintendent, LEA, Innovation Officer, Building Leader of Academics, Teachers, PLA Training Department)	Multiple Phases (Multiple Quarters)	Professional development; general fund; part of teacher, TA contracts	Educator completion of training will be tracked using training completion logs and tracking systems embedded in online modules.
Create Community-Oriented Schools	Dean of Scholars provides academic, behavioral, and social-emotional support for scholars. Supported by new PLA network leadership, best practices from partner school PLA@93 in implementing a rewards and incentives system. School culture system dedicated to creating a scholar focused, safe learning environment fully implemented. (Dean of Scholars)	Multiple Phases (Multiple Quarters)	Dean of Scholars salary and benefits; general fund	Scholar behavior data will be tracked in LiveSchool system, with the goal of decreasing behavioral infractions. School climate will be evaluated by Building Leader of Academics during structured (using a standardized rubric) and daily non-structured observations. Goal of ensuring positive school culture and reducing behavior infractions.
	Highly qualified teachers and TAs improve supervision and social-emotional support for scholars. (Teachers, TAs)	Multiple Phases (Multiple Quarters)	Part of teacher, TA employment contracts	Scholar behavior data will be tracked in LiveSchool system. School climate will be evaluated by Building Leader of Academics during structured (using a standardized rubric) and daily non-structured observations. Goal of ensuring positive school culture and reducing behavior infractions.
	Building Dreams character education curriculum provides high-quality social-emotional learning to all scholars each day aligned to Indiana state standards. (Building Leader of Academics)	Multiple Phases (Multiple Quarters)	General fund	Scholar behavior data will be tracked in LiveSchool system. School climate will be evaluated by Building Leader of Academics during structured (using a standardized rubric) and daily non-structured observations. Goal of ensuring positive school culture and reducing behavior infractions.
	Three Parent Advocates hired, support social and emotional growth. Creates close ties between home and school life by helping to arrange family	Phase One (First Quarter)	Philanthropy	Performance of Advocate will be evaluated at least annually according to terms of the employment contract. Goal of ensuring strong

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events/workshops, and conducting regular outreach to boost attendance. (Building Leader of Academics, PLA Recruitment Department)			family engagement, enrollment, attendance, and positive scholar behavior.
Continue to implement comprehensive discipline, attendance safety, school culture, suspension, and expulsion policies, as well as an effective behavior management system (i.e., fair and consistent rules and positive reinforcement for pro-social behavior). New PLA leadership, PLA@93 peers provide guidance on effective rewards & incentives. (Leadership Team)	Multiple Phases (Multiple Quarters)	Dean of Scholars salary and benefits; general fund	Scholar behavior data will be tracked in LiveSchool system. School climate will be evaluated by Building Leader of Academics during structured (using a standardized rubric) and daily non-structured observations. Goal of ensuring strong enrollment, attendance and positive scholar behavior.
Provide pre- and in-service training for staff on behavior management system. Additional modules accessible through PLA University focusing on key topics in behavior management, rewarding positive behavior, and more. (Building Leader of Academics, PLA Training Department)	Multiple Phases (Multiple Quarters)	Professional development; cost of Canvas, server for customized e-learning	Educator completion of training will be tracked using training completion logs and tracking systems embedded in online modules. Goal of ensuring strong enrollment, attendance and positive scholar behavior.
Train teachers to effectively partner effectively with parents delivered during pre-service, in-service and summer professional development. (Building Leader of Academics, PLA Training Department)	Multiple Phases (Multiple Quarters)	Professional development ; cost of Canvas, server for customized e-learning	Educator completion of training will be tracked using training completion logs and tracking systems embedded in online modules. Goal of ensuring strong enrollment and parent engagement.
Guest speakers provide mentoring and guidance to scholars. (Building Leader of Academics)	Multiple Phases (Multiple Quarters)	General fund	Parent, scholar, and teacher feedback will be captured in annual surveys. Goal of ensuring positive school culture and reducing behavior infractions.
Scholars with social-emotional difficulties are referred to Social Worker, who identifies any additional supports and provides individualized counseling. (Building Leader of Academics)	Multiple Phases (Multiple Quarters	Part of IPS contract	Behavioral improvements as a result of participation in partner led activities will be monitored through tracking behavioral data in LiveSchool system. Data will be analyzed by Leadership Team at least twice yearly to determine performance of provider. Goal of ensuring positive school culture and reducing

			behavior infractions.
Provide pre-service training session and in-service training workshops to enhance Parent Advocate skills. (Building Leader of Academics, Parent Advocates, PLA Training Department)	Multiple Phases (Multiple Quarters)	Professional development	Parent Advocate completion of training will be tracked using training completion logs and tracking systems embedded in online modules. Goal of ensuring strong parent engagement in scholars' progress and growth.
Hold monthly family nights and parent workshops throughout the year on topics including building parents' ability to help children with literacy and math instruction, and to support parents in accessing community resources. (Building Leader of Academics, Teachers)	Multiple Phases (Multiple Quarters	General Fund	Parent event attendance will be tracked using event attendance logs. Impact on parents will be tracked in annual surveys. Goal of ensuring strong parent engagement in scholars' progress and growth.
Train teachers to effectively partner effectively with parents delivered during in-service and summer professional development. (Building Leader of Academics, PLA Training Department)	Phase One (First Quarter)	Professional development; cost of Canvas, server for customized e-learning	Educator completion of training will be tracked using training completion logs and tracking systems embedded in online modules. Goal of ensuring strong parent engagement in scholars' progress and growth.
Implement annual internally designed parent, teacher, and scholar surveys or feedback session to gather perceptions of turnaround effectiveness and program satisfaction. (Building Leader of Academics, PLA Data and Accountability Team)	Phase Four (Fourth Quarter)	Data evaluation and accountability services	Impact of educational program on scholars, parents, and teachers will be tracked in annual surveys.
Data on each scholar's progress is compiled daily. Parents are informed of scholar progress through weekly progress reports. Educators make phone calls to parents on a periodic basis to inform parents on children's progress. (Building Leader of Academics, Teachers, Teacher's Assistants, Parent Advocates)	Multiple Phases (Multiple Quarters)	General fund	Scholar progress data tracked in progress reports. Goal of ensuring strong parent engagement in scholars' progress and growth.
Hold three parent teacher conferences annually for all scholars. (Building Leader of Academics, Teachers)	Multiple Phases (Multiple Quarters)	General fund	Parent and teacher attendance at Parent-Teacher conferences will be tracked using conference attendance logs. Goal of ensuring strong parent engagement in scholars' progress and growth.

	Engage local community based agencies to connect scholars and families to key services such as mental health, employment, afterschool, and housing. Form new partnership with Community Health Clinic to provide full health services and screenings. (Building Leader of Academics)	Multiple Phases (Multiple Quarters)	In-kind services provided by community partners	Securing of new partnership will be tracked by community based organization partnership agreements.
Provide Operational Flexibility	Francis Scott Key permitted to operate under the new Innovation Network Schools division, informed by past experiences with turnaround schools, to offer a high degree of flexibility and autonomy while retaining supervision under the district. Building Leader of Academics has been flexibility and autonomy to fully and effectively implement the transformational model components described in this application, including control over people/hiring/placement, school schedule/time, the instructional program, and dollars/budget. (Building Leader of Academics, Innovation Officer)	Multiple Phases (Multiple Quarters)	IPS administrative costs; other support services	Flexibility and autonomy to implement transformation model specified in Innovation School Contract for Francis Scott Key School #103.
	Building Leader of Academics will also have the opportunity to provide updates and progress to the school board at least twice per year in a pre and post manner. (Building Leader of Academics, Innovation Officer)	Multiple Phases (Multiple Quarters)	No budget impact	Improvements and progress of transformation efforts will be tracked through LEA and PLA board meeting minutes.
	PLA@ Francis Scott Key #103 is an Innovation Network School operating pursuant to Ind. Code 20-25.5 et seq. and via a contractual agreement with Indianapolis Public Schools. Pursuant to Ind. Code 20- 25.5-4-4 PLA has full operational autonomy. Currently, PLA@ Francis Scott Key #103 is not subject to a collective bargaining agreement. Office of the IDOE Counsel confirmed that we should follow the same requirements as a charter school for purposes of this application and that no letter	Multiple Phases (Multiple Quarters)	No budget impact	Flexibility and autonomy to implement transformation model specified in Innovation School Contract for Francis Scott Key School #103.

	of Union support is necessary. (Building Leader of Academics, Innovation Officer)			
Sustain Support	The LEA will support all elements of the SIG planning process for Francis Scott Key Elementary. Superintendent provides high-level monitoring and guidance of the planning process. LEA-designated staff member, Innovation Officer, is a key part of planning, monitoring and implementation. LEA will support the analysis of school need. (Superintendent, Innovation Officer)	Multiple Phases (Multiple Quarters)	IPS administrative costs; other support services	Codified monitoring plan will be created to track key performance benchmarks.
	LEA conducts frequent monitoring visits and technical assistance calls to provide support all elements of the school improvement process. (Innovation Officer)	Multiple Phases (Multiple Quarters)	No budget impact	Implementation progress will be tracked through monitoring visit logs and notes.
	LEA reviews data on a regular basis to evaluate progress towards performance goals, ISTEP and IREAD-3 data, interim assessment data, indication of behavioral outcomes, and parental participation. PLA Data and Accountability Team assists in providing information. (LEA, Innovation Officer, PLA Data and Accountability Team)	Multiple Phases (Multiple Quarters)	IPS administrative costs and other support services	Codified monitoring plan will be created to track key performance benchmarks.
	IPS provides all SPED services, including referrals, evaluations, eligibility, placement, compliance, and development of IEPs. Monitors implementation on a monthly basis. (LEA, Innovation Officer, Director of Finance)	Multiple Phases (Multiple Quarters)	IPS funds	Codified monitoring plan will be created to track key performance benchmarks for SPED services.
	LEA implements fiscal oversight plan, including monthly review of finances. Director of Finance for PLA assists in providing information. (LEA, Innovation Officer, Director of Finance)	Multiple Phases (Multiple Quarters)	IPS administrative costs and other support services	Codified monitoring plan will be created to track key fiscal performance benchmarks. Fiscal performance also tracked through LEA and PLA financial monitoring documents.

	LEA designates funds for Teacher's Assistants (covers only regular school year), technology/blended learning, RTI, key model components to support scholars at risk of failure. (Superintendent, Innovation Officer)	Multiple Phases (Multiple Quarters)	Part of IPS contract	Fiscal performance tracked through LEA and PLA financial monitoring documents.
	System in place to evaluate the implementation of the transformation model on a regular basis and pinpoint where assistance may be needed through regular visits and technical assistance calls, conversations with school staff members, and focus groups. (Innovation Officer, Building Leader of Academics, Leadership Team)	Multiple Phases (Multiples Quarters)	IPS funds; other support services	Impact of technical assistance captured in Leadership Team meeting minutes.
	LEA has contracted with PLA in 2014-2015 as a lead partner to support school transformation in the areas of: recruitment (recruiting and hiring teachers, teaching assistants, coaches, and school administration); training (providing intensive professional development, both pre- and in-service); data evaluation and accountability (data system, scholar data analysis, classroom and site evaluation, monitoring visits, teacher evaluation, etc.); finance (budgeting, expenditure tracking, compliance, etc.) and fund development (fundraising, sustainability planning, grant reporting, etc.). (LEA, Directors of Recruitment, Training, Finance, Fundraising, and Data and Accountability)	Multiple Phases (Multiples Quarters)	Other support services	Services provided by PLA specified in Innovation School Contract for Francis Scott Key School #103.

DEPARTMENT OF EDUCATION

Working Together for Student Success

Part 7: Outcome Artifact

Instructions: Schools will be required to produce a tangible "outcome" piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This "outcome" piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible "Outcome Artifacts could include: mini-lesson video, recording of scholars working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts" should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

Briefly describe what the school will plan to submit as an "Outcome Artifact" for SY 2018-2019 and how this will be aligned to your grant and the key area.
Effective evaluation techniques are critical to the cultivation of highly effective teachers. Only through a tailored evaluation system can we identify and address the needs of teachers and determine the best processes and strategies that will help school administrators attain and retain top talent, who's efforts are reflected in positive scholar outcomes. In the SY 2017-2018, school 103 began an intense process of monitoring and evaluation entitled *Opportunity Culture*. By mid-year, 103 redeveloped the process for evaluating teachers, using components of the RISE method which focused evaluation efforts on professionalism and classroom instruction. As a baseline, prior assessments for achievement, SMART goals, pre and post-tests, scholar data tracking sheets and lesson plans were used to define indicators for teacher effectiveness. Our SY 2017-2018 artifact summarizes the key points of our evaluation system and outlines the areas we have defined for effective teaching. To bolster the effectiveness of our evaluation process, we hired two instructional coaches to assist with hiring and retaining quality teachers, and also with coaching teachers who have potential but need additional support. A mapping form outlining nine core competencies for effective teachers was the key outcome produced from this integrated evaluation process. The teacher competencies assessed included mastery lessons objectives, communication content, engagement of scholars, checks for [scholar] understanding, modified class instruction [to meet scholar needs], rigor [of classroom] instruction, maximization of classroom time, classroom culture and level of [classroom] expectations.

Part 8: Budget SY 18-19

Instructions: The budget will be completed in a separate Excel workbook for SY 2018-2019, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.

Part 8: 1003g SIG Budget SY 18-19

Complete the budget below:

SY 2018-2019		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction					$ 85,353.00						$ 85,353.00
21000	Support Services - Student					$ 58,750.00						$ 58,750.00
22100	Improvement of Instruction (Professional Development)					$ 12,868.00						$ 12,868.00
22900	Other Support Services					$ 80,826.00						$ 80,826.00
25191	Refund of Revenue											$ -
26000	Operation & Maintenance											$ -
27000	Transportation											$ -
33000	Community Service Operations											$ -
60100	Transfers (interfund)											$ -
	Column Totals	$ -	$ -	$ -	$ -	$ 237,797.00	$ -	$ -	$ -	$ -	$ -	$ 237,797.00

Indirect Cost:	Subtract the amount above $25,000 (per individual contracted service) from your total budget:	
	Total after deducting Property:	
	Total Available for Indirect Costs:	
	Amount of Indirect Cost to be used:	
	Grand Total After Indirect Cost:	

Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: $1,500-- PD for mentor teachers to attend New Tech training; $4,000 --administration team attending NASTID conference

Supplies	**Property: Equipment/ Technology**
Professional Services	**Other Purchase Services (travel, communication)**

"IMPORTANT NOTE: Because of the unique structure of the Innovation School, all staff at School #103 are employees of the Phalen Leadership Academies (PLA), with salary levels set by PLA. Therefore IPS cannot be responsible for paying the salaries, as that would violate the terms of the agreement. So IPS has assigned salaries to ""Professional Services"" to make the distinction clear. It should be noted that even though they are listed under professional services, they are in reality salaries for critical staff that are needed to deliver the intervention.

11000 - Instruction
(a) Extended school year stipends for Teachers: longer school day, 30 additional minutes per day of personalized, small-group instruction in math and reading, providing 90 additional hours of extended day learning over the year - $39,200 plus 25% benefits; 50% allocated to SIG - SUBTOTAL: $24,500
(b) Extended school year stipends for Teacher's Assistants: longer school day, 30 additional minutes per day of personalized, small-group instruction in math and reading, providing 90 additional hours of extended day learning over the year - $16,965 plus 25% benefits; 50% allocated to SIG - SUBTOTAL: $10,603
(c) Intensive instructional support and individualized guidance provided by Teaching and Blended Learning Coach at $40,200 plus 25% benefits - SUBTOTAL: $50,250

21000 - Support Services - Student
(a) Academic, behavioral and socio-emotional support provided by Dean of Scholars at $47,000 plus 25% benefits - SUBTOTAL: $58,750

22100 - Professional Development
(a) Intensive, customized training institute and professional development for staff provided by PLA, PLA Director of Training's salary ($62,000) plus 25% benefits; 16% allocated to SIG - SUBTOTAL: $12,573
(b) The cost of license for using Educadium, a server that PLA uses to build customized e-learning for School #103 staff, with 10% of the full cost ($2,950) allocated to SIG - SUBTOTAL: $295

22900 - Other Support Services
(a) Rigorous talent recruitment and selection services provided to the school by PLA, Recruitment Manager's salary ($45,000) plus 25% benefits; 10% allocated to SIG - SUBTOTAL: $5,625
(b) Data evaluation and accountability (data system, student data analysis, classroom and site evaluation, monitoring visits, teacher evaluation, etc.); finance (budgeting, expenditure tracking, compliance, etc.) and fund development (fundraising, sustainability planning, grant reporting, etc.) services provided to School #103 ($60,161) plus benefits (25%) - SUBTOTAL: $75,201

SIG Staffing (Subject to Staffing Changes)

Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Nicole DeBona	KDG	Licensed	1.0	Y	Y	State/General Fund	Teacher: providing daily instruction
Aman Davis	KDG	Licensed	1.0	Y	Y	State/General Fund	Teacher: providing daily instruction
Edwar Sanders	KDG	Certified	1.0	Y	Y	State/General Fund	Teacher: providing daily instruction
Ashley Floreancig	1st	Certified	1.0	Y	Y	State/General Fund	Teacher: providing daily instruction
Mary McDaniel	1st	Certified	1.0	Y	Y	State/General Fund	Teacher: providing daily instruction
Andre Marsden	1st	Licensed	1.0	Y	Y	State/General Fund	Teacher: providing daily instruction
Anna Luna Harbert	2nd	Certified	1.0	Y	Y	State/General Fund	Teacher: providing daily instruction
Lauret	2nd	Licensed	1.0	Y	Y	State/General Fund	Teacher: providing daily instruction
Maggi Wallace	2nd	Licensed	1.0	Y	Y	State/General Fund	Teacher: providing daily instruction
Erica	3rd	Certified	1.0	Y	Y	State/General Fund	Teacher: providing daily instruction
Mack Jordan	3rd	Certified	1.0	Y	Y	State/General Fund	Teacher: providing daily instruction
Kristin Hutchins	3rd	Certified	1.0	Y	Y	State/General Fund	Teacher: providing daily instruction
Lynds Newburn	4th	Certified	1.0	Y	Y	State/General Fund	Teacher: providing daily instruction
Carla Gunning	4th	Licensed	1.0	Y	Y	State/General Fund	Teacher: providing daily instruction
Sherri Goodner	K-TA	Non-Certified	1.0	Y	Y	State/General Fund	Provides instructional assistance to the
Meliss Hardy	K-TA	Non-Certified	1.0	Y	Y	State/General Fund	Provides instructional assistance to the
Angel	1st-TA	Non-Certified	1.0	Y	Y	State/General Fund	Provides instructional assistance to the
Cheri Spells	1st-TA	Non-Certified	1.0	Y	Y	State/General Fund	Provides instructional assistance to the

Maya	2nd-TA	Non-Certified	1.0		Y	Y	State/General Fund	Provides instructional assistance to the
Christ Burns	4th-6th TA	Non-Certified	1.0		Y	Y	State/General Fund	Provides instructional assistance to the
Tiffany Swanson	4th-6th TA	Non-Certified	1.0		Y	Y	State/General Fund	Provides instructional assistance to the
Kevin Daniels	4th-6th TA	Non-Certified	1.0		Y	Y	State/General Fund	Provides instructional assistance to the
LaTies Hollowell	5th/6th	Licensed	1.0		Y	Y	State/General Fund	Teacher: providing daily instruction
Wayn	5th/6th	Certified	1.0		Y	Y	State/General Fund	Teacher: providing daily instruction
Aman Meadows	MCL 2nd/3rd	Licensed	1.0		Y	Y	State/General Fund	The MCL supports several teachers in their
Brand Warren	MCL 2nd/3rd	Certified	1.0		Y	Y	State/General Fund	The MCL supports several teachers in their
Saleet Garnett	MCL 4th-6th	Certified	1.0		Y	Y	State/General Fund	The MCL supports several teachers in their
Toya	MCL 4th-6th	Certified	1.0		Y	Y	State/General Fund	The MCL supports several teachers in their
Rane'	MCL K-1st	Certified	1.0		Y	Y	State/General Fund	The MCL supports several teachers in their
Amy	Art Teacher	Licensed	1.0		Y	Y	State/General Fund	Teacher: providing daily instruction
Latissu	Dean	Licensed	1.0		Y	Y	State/General Fund	Manages school wide culture, discipline,
Brand Gillard	Health/PE	Certified	1.0		Y	Y	State/General Fund	Teacher: providing daily instruction
Christi Hines	Technology	Certified	1.0		Y	Y	State/General Fund	Teacher: providing daily instruction